

**THE EFFECT OF USING SNIPS STRATEGY
TOWARDS STUDENTS READING COMPREHENSION OF
THE SECOND YEAR STUDENTS AT MTS
KUALA ENOK OF TANAH MERAH
DISTRICT THE REGENCY
OF INDRAGIRI HILIR**



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(S.Pd.)



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Pekanbaru, January 2013

The writer,

NURJANNAH

ABSTRACT

Nurjannah, (2013): The Effect of Using SNIPS Strategy towards Students Reading Comprehension of the Second Year Student at MTs Kuala Enok of Tanah Merah District the Regency of Indragiri Hilir.

The teaching of reading at MTS Kuala Enok was based on the approach of comprehension question based. The main focus of the research was to find out whether there was significant effect of using SNIPS strategy towards students reading comprehension of the second year students at MTS Kuala Enok.

In the research, the type of the research was quasi experimental research. The writer used two classes which consisted of experimental and control class. The experimental class was taught by using SNIPS strategy. In contrast, the control class was taught by using conventional strategy. The technique of data collecting was test. Test was used in order to collect the data of students reading comprehension. The technique of data analysis used was T-test formula in order to find out the students reading comprehension of the second year students at MTS Kuala Enok. The students score was compared with t-table which considered with degree of freedom (df).

Based on the data analysis, the writer has found that there was significant effect of using SNIPS strategy towards students reading comprehension of the second year students at MTS Kuala Enok. It can be seen from $t_o = 5.48$ was higher than t-table either at significant level $5\% = 2.01$ or significant $1\% = 2.68$. It can be read $2.01 < 5.48 > 2.68$. Therefore, alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. In other word, there was significant effect of using SNIPS strategy towards students reading comprehension of the second year students at MTS Kuala Enok. Therefore, it can be concluded that the students reading comprehension taught by using SNIPS strategy is better than students reading comprehension taught by using conventional strategy.

ABSTRAK

Nurjannah, (2013): Pengaruh Penggunaan Strategi SNIPS terhadap Pemahaman Membaca Siswa pada Kelas Dua MTs YPI Kuala Enok Kecamatan Tanah Merah Kabupaten Indragiri Hilir.

Pengajaran membaca pada MTS Kuala Enok masih berdasarkan pengajaran dengan pendekatan comprehension question based. Tujuan utama dari penelitian ini adalah untuk mencari apakah ada dampak yang signifikan penggunaan strategy SNIPS terhadap pemahaman membaca siswa pada kelas dua MTS Kuala Enok.

Pada penelitian ini, jenis penelitian yang digunakan adalah quasi experimental. Penulis menggunakan dua kelas yang terdiri dari experimental dan control class. Kelas eksperimen diajarkan dengan menggunakan strategi SNIPS dan kelas control diajari dengan menggunakan strategi biasa. Teknik pengumpulan data adalah test. Test digunakan untuk mengumpulkan data tentang pemahaman membaca siswa. Teknik analisa data menggunakan rumus T- test dalam rangka untuk mengetahui pemahaman membaca siswa kelas dua MTs Kuala Enok dengan menggunakan SNIPS strategi. Nilai yang diperoleh dibandingkan dengan T- table dengan mempertimbangkan degree of freedom (df).

Berdasarkan analisa data, penulis mendapatkan bahwa ada pengaruh yang signifikan penggunaan strategi SNIPS terhadap pemahaman membaca siswa pada kelas dua MTS Kuala Enok. Hal ini dilihat dari jumlah $t_{0} = 5.48$ lebih tinggi dari jumlah t-table pada taraf signifikan 5% = 2.01 atau pada taraf 1% = 2.68, dapat dibaca $2.01 < 5.48 > 2.68$. Hal ini berarti bahwa H_a diterima dan H_o ditolak. Dengan kata lain, terdapat pengaruh yang signifikan penggunaan strategi SNIPS terhadap pemahaman membaca siswa di kelas dua MTs Kuala Enok. Oleh karena itu, dapat disimpulkan bahwa pemahaman membaca siswa yang diajar dengan menggunakan strategy SNIPS lebih baik dari pada pemahaman membaca siswa yang diajar dengan menggunakan strategi biasa.

() : تأثير استخدام استراتيجيات SNIPS فهم القراءة للطلاب في الصف الثاني في المدرسة الثانوية كوالا إينو كبرمكزي تاناه ميرا ريجنسي اندراغيري هيلير

تعليم القراءة في المدرسة الثانوية كوالا إينو كواسندتدريس مع استنادا سؤال فهم . عواقب الطريقة التي يتم تدريسها للطلاب كم عدد الطلاب ليسوا قادرين على فهم النص الانكليزي . وكان الهدف الرئيسي من هذه الدراسة لإيجاد ما إذا كان هناك تأثير كبير على استخدام استراتيجيات SNIPS إلى فهم القراءة للطلاب في الصف الثاني في المدرسة الثانوية كوالا إينو ك.

في هذه الدراسة، نوع من الدراسة هو شبه التجريبي . يستخدم ممولف فئتين تتكون من التجريبية وفئة عنصر التحكم . فئة تجريبية تدرس باستخدام استراتيجيات SNIPS وفئة السيطرة تدرس باستخدام استراتيجية المعتادة . تقنية جمع البيانات هو اختبار . تم استخدام اختبار لجمع البيانات على الفهم القرائي لدى الطلاب . تحليل البيانات باستخدام صيغة تي اختبار من أجل تحديد الفهم القرائي للطلاب في الصف الثاني في المدرسة الثانوية كوالا إينو ك باستخدام استراتيجيات SNIPS . وتمت مقارنة قيم الحصول على الجدول لتطبيق النظر في درجة الحرية (د ف) .

استنادا إلى تحليل البيانات توجد الباحثون أن هناك تأثير كبير من استخدام استراتيجيات SNIPS إلى فهم القراءة للطلاب في الصف الثاني في المدرسة الثانوية كوالا إينو ك . ينظر إليهم كمية إلى ٥,٤٨ هو أعلى من عدد كميّة جدول عند مستوى ٥٪ = ٢,٠١ أو أعلى مستوى ١٪ = ٢,٦٨ ، يمكن قراءة ٢,٠١ > ٥,٤٨ < ٢,٦٨ . وهذا يعني أن يتم قبولها ويتم رفض هو . وبعبارة أخرى، هناك تأثير كبير من استخدام استراتيجيات SNIPS إلى فهم القراءة للطلاب في الصف الثاني في المدرسة الثانوية كوالا إينو ك . ولذلك، يمكن أن نخلص إلى فهم القراءة للطلاب يتم تدريسها باستخدام استراتيجيات SNIPS أفضل من فهم المقروء للطلاب الذين يتعلمون باستخدام استراتيجيات المعتادة .

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the subjects of English. It is one of the main language skills that must be learned and developed by students. It is a key toward science. For those who read as much as possible, she/she will get more knowledge and experiences. They are rich of science and knowledge who will be easy to talk or write about science and knowledge which has been owned. The more you read, the more you get. According to Bamford and Day, the function of reading is to get information such as in newspapers, books, magazines etc.¹ The ideas above are also expressed by Murni Jamal, et.al, reading is way of getting the meaning or the knowledge from the printed page such as textbooks, newspapers, magazines, and novels. Nowadays, the scope of reading media enlarged not only to printed media but also by using Internet”.²

Reading is an active process of understanding print and graphic texts and also process of grasping the meanings from the words in the text. To teach for understanding, teachers must go beyond simply presenting students with information and ensure that students understand topics deeply, retain important information, and actively use the knowledge and experiences and gotten by telling or observation about something. Furthermore, grasping here means

¹Julian Bamford and Richard R. Day, *Extensive Reading Activities for Teaching Language*. (Cambridge: Cambridge University Press, 2004). p.2

²Murni Jamal, et.al, *Improving Reading Skill in English*. (Jakarta: Kencana, 2006) p. 51

comprehending. Comprehension or the ability to find the meaning of what has been is dominant goal in reading. According to Longman, “Comprehension is an exercise that given to the students to test how well they understand written or spoken language.”³

The students who learn English in the school are not getting loose from the genre of the text. The basic competency of reading for grade eight students is students are able to read the English text and respond the meaning of the text or essay accurately, fluently, and contextually in the form of the text such as descriptive, recount, and narrative.⁴ The students are not only having understanding on the structure of the texts but also comprehending the meaning of text implicitly.

MTS N 1Kuala Enok is one of schools using schools based curriculum (KTSP) as the guidance for English as process of learning. It is located in Kuala Enok, Indragiri Hilir. Many subjects are taught in this school. English is also taught as a main subject. English is taught twice a week with duration 45 minutes for one-hour-learning process, that prioritizes to develop language skills including reading skill. The teacher teaches English by using many strategies. Teacher often explains how to get the main point of text. Sometimes, the teacher divides the students to some groups and gives some texts and then asks them to discuss with their friends, but the students still find difficulties to understand reading text. Ideally, the students do not have difficulties because they have learned English reading text since they were in Elementary school and Junior High school.

³Longman, *Dictionary of Contemporary English*.(New York: Pearson Educational Ltd, 2001)p. 273

⁴*Syllabus* of MTS 1 Kuala Enok 2010/2011. Unpublished.p.24

By looking at this problem, the writer finds phenomena that happen as follows:

1. Any of students are not able to identify topic of the text.
2. Any of students cannot analyze the important word in the text.
3. Any of students are not able to get information from the text.
4. Any of students get difficulties in understanding the topic
5. Any of students get difficulties in making inference.
6. Any of students have lack of vocabulary.

The writer concludes that some of students' difficulties in comprehending the reading text can be caused by the uninteresting teaching strategy that has been used by the teacher. It means that the teacher needs a strategy to motivate the students in identifying main idea, certain information, and topic in the text. One strategy in increasing students' understanding in the classroom is by using SNIPS strategy.

SNIPS is a strategy in reading comprehension that can improve students reading comprehension. There are five steps in this strategy; start with question, note what can be learned from hints, identify what is important, plug the important matter into the text, and see if you can explain the visual to someone.⁵

For this reason, the writer is interested in carrying out the research entitled: The Effect of Using SNIPS Strategy towards Students Reading Comprehension of the Second Year Students at MTS N 1 Kuala Enok.

⁵<http://www.muskingum.edu/~cal/database/general/reading.html>

B. The Definition of Terms

1. Effect

Hornby states that effect is a change of procedure by an action or cause as defined⁶. In this research, the effect means the alteration of students reading comprehension between students who are taught by using SNIPS strategy and those who are not taught by using SNIPS strategy of the second year students at MTS Kuala Enok.

2. SNIPS strategy

SNIPS strategy is a five steps strategy such as start with question, note what can be learned from hints, identify what is important, plug the important matter into the text, and see if you can explain the visual to someone to comprehend the information.

In this research, the researcher uses this technique to improve students reading comprehension of the second year students at MTS Kuala Enok.

3. Reading Comprehension

According to Anderson et al in Klinger, reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge, and fluency.⁷

In this research, reading comprehension is the goal that will be achieved by the students by using SNIPS strategy in recount text.

⁶Hornby, AS, *Oxford Advanced Learners Dictionary of Current English*. (Oxford: Oxford University Press, 1995). p. 422

⁷Janette K. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*. (London: Guildford Press, 2007), p.2

C. The Problem

1. The Identification of the Problem

- a. A certain number of the students are not able to identify topic of the text.
- b. A certain number of the students are not able to analyze the important word in the text.
- c. A certain number of the students are not able to get information from the text.
- d. A certain number of the students have difficulties in understanding the topic.
- e. A certain number of the students have difficulties in making inference.
- f. A certain number of the students have lack of vocabulary.

The problems could be caused from the technique used by the teacher that does not give a good result. In here, it can be seen that the previous teaching technique conventional strategy does not give better result.

2. The Limitation of the Problem

Based on the identification of the problem above, there are some problems involving in this research. These problems could be caused from the technique used. It demonstrates that the application of the technique that the teacher uses three phase technique is less effective in students reading comprehension. Therefore, the researcher limits the problem on the teaching technique used by the teacher. The researcher try use a new teaching strategy

called SNIPS that strategy can give a significant effect towards students reading comprehension of the second year students at MTS Kuala Enok.

3. The Formulation of the Problem

Based on the problems above, the writer formulates the problem of this study as the following questions:

- a. How is the students' reading comprehension taught by using SNIPS strategy of the second year students at MTS Kuala Enok?
- b. How is the students' reading comprehension taught by using conventional strategy of the second year students at MTS Kuala Enok?
- c. Is there a significant difference between conditions of "SNIPS strategy" towards students reading comprehension of the second year students at MTS 1 Kuala Enok?

D. The Objective and the Significance of the Research

1. The Objective of the Research

- a. To find out the students' reading comprehension taught without using SNIPS strategy of the second year students at MTS Kuala Enok.
- b. To find out the students' reading comprehension taught by using SNIPS strategy of the second year students at MTS Kuala Enok.
- c. To find out there is a significant effect of using SNIPS strategy towards students reading comprehension of the second year students at MTS Kuala Enok.

2. Significance of the Research

This research findings are hopefully expected to give valuable contribution:

- a. To the writer as researcher in term of learning how to conduct a research.
- b. This research findings are also expected the give positive contribution or information to the second year students at MTS Kuala Enok and the teacher of English as a determiner of their learning and teaching success.
- c. This research findings are also expected to justify the existing theories on teaching and learning English as the second language and for those who are with the current issues on teaching and learning.

CHAPTER II

REVIEW OF LITERATURE

A. The Nature of Reading Comprehension

As one of the basic skill of English, reading is often underestimated by the students. Reading is a way to get information. Almost every aspect of our life is covered by reading. Almost every day, we read books, magazines, advertisements, etc. to get information from a book; we need to comprehend it well. Nunan states that, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning¹. It means that we must have high motivation and work hard to achieve it. Reading can be easier to do if we do it as a pleasure activity. It is supported by Beatrice, she explains that reading for pleasure can improve vocabulary, increase reading speed, improve reading comprehension, and give us a chance to gain knowledge.²

To be successful reading of the students, the students have to understand the text. It is important to apply reading skill to the students in order to students' success. Birch said that there are 3 ways to build an interactive reading.

- a. The different processing strategies, both top and bottom, along with the knowledge base, interact with each other to accomplish the reading.
- b. The reader's mind interacts with the written text so that the reader can understand the message.

¹David Nunan, *Practical English Language Teaching*. (New York: McGraw Hill. 2003). P. 68

²Beatrice Mikulecky, *More Reading Power*. (New York: Wesley Publishing Company, 1996). P.7

- c. The reader interacts indirectly with the writer of the text across time and space because it is the writer who is communicating information to the reader, but it is the reader who must grasp the information from the writer.

In short, reading is not just an active process but interactive process.

Students are suggested to think as interactive as possible.

In conclusion, reading is achieving meaning from the writer to the reader in order to get new information. Reading activity is important because it includes message communicated and to understand something that is not found from oral communication. Reading emphasizes on process to encode the writer's messages into their own comprehending. Reading also gives information to the reader needed.

Reading is one of the important learning skills which has an important role in guiding students to successful language learning, especially in foreign language. As one of the basic skills of English, reading is often underestimated by the student. They tend to treat it as a supplementary skill. Reading is about understanding written text. It is a complex activity that involves both perception and thought. Learning a foreign language is long and complex undertaking.³ Based on the explanation above, the writer concludes that comprehension is the process in which the reader brings his or her prior knowledge to interact with the text.

Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. It means the

³H. Douglas Brown, *Principle of Language Learning and Teaching*, (Fourth Edition New York: Addison Wesley Longman, Inc, 2000). P. 1

reader actively engages with the text to construct meaning. It is clear that the readers must have a good interaction with the text in order to get the meaning from the text.

According to Anderson et al in Janette K. Klinger, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency⁴. Reading comprehension is a dynamic interactive process between the readers and the reading materials. The readers need to understand about the materials that they read because it is one of the purposes of reading activity. In other words, the readers have to be able to comprehend the written discourse that they read. If they can understand the text, it means that they can comprehend the text.

According to William Grabe in Richard and Willy, reading for comprehension is raising the reader awareness of main idea in the text and exploring the organization of the text.⁵

According to Debbie Miller, reading comprehension is about much more than answering literal questions at the end of a passage, story, as you'll see in the videotape series strategy instruction in action.⁶ According to Scott G. Paris and Steven A. Stahl, reading comprehension is the ability to identify meaningful

⁴Janette K. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties*. (London: Guildford press, 2007), p.2

⁵Jack C. Richards, and Willy A Renandya, *Methodology in Language Teaching, an Analogy of current Practice*. (Cambridge University press), p.277

⁶Debbie Miller, *Reading with Meaning Teaching Comprehension in the Primary Grade* (Portland: Stenhouse Publisher, 2006), p.194

relations between the various parts of a text and between these parts and the reader background knowledge.⁷

From the idea above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written.

The researcher realizes that those definitions are too much to be implied in this research. Therefore, in this research the researcher uses the definition by Richard and Willy, reading for comprehension is raising the reader awareness of main idea in the text and exploring the organization of the text.

B. The Component of Reading Comprehension

According to Brown, there are some components of reading comprehension that can be evaluated: Main ideas, expressions/idioms/phases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), supporting ideas and vocabulary in context⁸. In this research, the writer only discusses five components contained in reading text, which are appropriate with the senior high school curriculum. They are:

1. Finding factual information. It requires reader to scan specific details.

According to Bamford and Day, the function of reading is to get information such as in newspapers, books, magazines etc⁹.

⁷Scot G. Paris and Steven A. stahl. *Children's reading comprehension and assessment*. (London: Lawrence Earlbaum Associates, publisher, 2005). Pp.134

⁸ H. Douglas Brown. *Language Assessment Principle and Classroom Practices*. (California: longman, 2003), p. 206

⁹Julian Bamford, and Richard R. Day. Loc. cit

2. Finding main idea. Reading recognizes with meaning to a greater extent than it is with form. An efficient reader not only understands the ideas but also the relative significance as expressed by the writer.
3. Finding the meaning of vocabulary in context. It means that the reader could develop his guessing ability to the word, which is not familiar with him, by relating the close meaning of unfamiliar words to the text and the topic of the paragraph of sentence that is read.
4. Identifying reference. The authors use reference words to avoid repeated words or phrases.
5. Making inference from reading text. Inference is a skill where the reader has to be able to read between the lines.

C. The Basic for Reading Comprehension

1. Explicative function. The explanations of how to do things. Teachers need to tell students why an answer is not the best and how to change approaches to arrive at better answer. Moreover, teacher can model affective strategies for the students by describing their own thinking process.
2. Continuum of independence. For every skill, each student can be placed on a continuum from being very dependent on the teacher or the instructional materials for guidance to being capable of performing the skill in completely independent way. The goal is to provide the guidance students need in such a way that they progress toward increasing independence.

3. Vertical and horizontal transformation. Transformation is the process of modifying or transforming skill to apply in situations difference from the one in which they were learned.
4. Interrelationship of reading and writing. Teaching outlining as reading/note skill is certainly related to teaching outlining as a first step in writing an essay. Teaching students to find main idea in social studies book is related to teaching students to include main ideas in social studies reports. Although reading researcher are now only beginning to investigate this hypothesis systematically, it sees quite possible that writing instructions can be used to reinforce reading skills and vice versa.
5. Comprehension context. Good teachers consider the reader, the texts, and the total situation when deciding how to structure the tasks.
6. Meaningful context. Students are more likely to interact actively with material that they are reading with meaning oriented purpose than with paragraph they are reading as abstract exercise for skill development.
7. Holistic process. An activity stressing summarizing skill will still require the students to use the other processes to some extent¹⁰.

D. The Nature of Recount Text

Recount text is one kinds of text in learning English. Recount text is a text which has social function to retell past events experiences for the purpose of informing and entertaining. Generic structure in recount text consist four parts, namely:

¹⁰ Judith Westaphal Irwin. *Teaching Reading Comprehension Process*. (Engelwood Cliff, New Jersey: Prantice- Hallinc, 1986), p. 15

1. Orientations: who involved in the story, when and where.
2. Events: tell what happened in a chronological order.
3. valuation: comment of the writer about experience.
4. Re-orientation: the conclusion of the experience.

a. Types in Recount Text

- 1) Personal recount : retelling of an activity that the writer/speaker has been personally involve in, such as: biography, autobiography.
- 2) Factual recount : recording the particular of an accident, such as : report of a scientific experiment, police report , news report, historical account .
- 3) Imaginative recount : talking on an imaginary role and giving detail of events.

b. Language features

- 1) The use of noun and pronoun
- 2) The use of action verb
- 3) The use of past tense
- 4) The use of time conjunction
- 5) The use of adverb adverbs of phrases

Based on the explanation above, the writer concludes that a recount text is kind of text that should learn by students. The text tells the readers about experience in which the writer was personally involved. It lists and describes past experiences by retelling events.

E. Students' Reading Comprehension in Recount Text

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language¹¹.

In teaching reading, reading works as a process. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. In reading, recount text is one of genre text that should be learnt by students. Recount text is telling readers what happened in the past through a sequence of events. Generic structure in recount text:

1. Orientation: who involved in the story, when and where
2. Events: tell what happened in a chronological order
3. Valuation: comment of the writer about experience
4. Re-orientation: the conclusion of the experience

So, in reading comprehension, reader should follow process of reading, its purpose the readers can use their knowledge, their skill, and their strategy to get result from their reading, the result is comprehension. And then, for teaching reading comprehension, teacher or researcher should follow those principles and

¹¹David Nunan, *Practical English Language Teaching*. New York: The McGraw-Hill Companies, 2003, p.68

categorizes. If teacher or researcher does not follow one of those principles and categorize, teaching reading process does not run well. And the teacher or researcher can influence students in teaching reading comprehension especially in recount text.

F. The Factors Influencing Student's Reading Comprehension in Recount Text

According to Harris and Smith, there are five factors of reading comprehension¹². There are:

1. Background Experience

In reading activity, by having background experience the pupil will be easy to comprehend the reading text.

2. Language Ability

In the process of reading comprehension, language ability is important. One must have basic knowledge of English language such as syntax, semantic, etc. in order to read a reading text.

3. Thinking Abilities

Thinking is a basic component of comprehension, when we read a book we have to see relationship, make comparison, follow sequence of events and engage in any number of similar mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

¹²A Larry Harris, and Smith B Carl, *Reading Instruction*. (New York: 1986), P. 48

4. Affection

Affective factors are important to comprehension educators are increasingly recognizing that the students' interest, motivations, attitudes, beliefs and feeling are important factors that cannot be taken for granted or ignored in educational process.

5. Reading Purpose

The purposes of reading are important. The purpose may help some students focus on a key issue and result better understand and important aspect of the story. The factors of reading comprehension in reading purpose include SNIPS strategy because SNIPS strategy use picture to focus on a key issue to find main idea. SNIPS strategy plays an important role in helping students reading comprehension.

G. The Nature of SNIPS

The goal of the SNIPS strategy is to use to turn the visual aid on a page into a tool for reading comprehension. This approach will benefit the visual learner since they are typically drawn to visual representations. However, the non-visual learner will benefit by having a method for putting text and meaning to pictures, graphs, charts and other visual representations.¹³

Reading comprehension may be improved by using SNIPS strategy. SNIPS strategy is a five step strategy that focuses on understanding and interpretations of visual aids such as pictures, graphs, charts, maps, time lines, and other visual

¹³http://www.saddlebackdps.com/2011_10_01_archive.html

representations found in texts. There are some similarities among SNIPS strategy, SQ3R strategy, REAP strategy and MULTIPASS strategy. The SNIPS steps are: start with question, note what can be learned from hints, identify what is important, plug the important matter into the text, and see if you can explain the visual to someone. As such, SNIPS may be used effectively with more text-based approaches to enhance student understanding of reading assignments¹⁴.

Based on the explanation above, we can generally extract the procedures of SNIPS strategy as follows:

1. Start with Questions

The reader begins by clarifying his/her goals by asking him/herself "Why am I looking at this visual aid?" The reader then asks questions to determine what kinds of information on which to focus, depending on the type of visual aid presented.

For pictures, the reader might ask "What picture is it?" and "What's the motion or emotion?" For graphs and charts, the reader considers "What is being compared?" and "How are the things being compared?" For maps, the reader asks "What key areas are important to see?" and "What makes them key areas?" Questions like "The time line shows what?" and "What are the starting and ending dates and the time intervals?" may be asked for time lines.

¹⁴Libby G. Cohen, Loraine J Spenciner, *Teaching Students with Mild and Moderate Disabilities*. (University of Virginia: 2004), p. 499

2. Note What Can Be Learned From Hints

In order to answer the questions, look for hints or clues about the meaning of the visual aid in the title, caption, lines, numbers, or colors. Activate prior knowledge as it relates to the subject.

3. Identify What Is Important

Identify the main idea of the visual aid as well as two facts represented in the visual aid.

4. Plug the Important Matter It Into the text

Consider how the visual aid relates to the main ideas of the text.

5. See If You Can Explain the Visual to Someone

Explain the visual aid to another person, or explain it aloud to yourself if no one is available. What is the graphic about? How does it relate to the text? What are the best hints about the meaning, and why are they good hints?¹⁵

In conclusion, SNIPS is usually used visual aid to find the main idea in each paragraph of a reading assignment, the visual learner usually drawn to visual representation. SNIPS may be used effectively with more text-based approaches to enhance student understanding of students reading assignments.

H. The Technique and Strategy of Teaching Reading

The aim of reading is to make students become effective and efficient readers. In order to get the target, the teacher needs to use a comprehensive strategy lesson. Comprehension strategy lessons are tactics or procedures which effective reader utilize to interact with the written text, and to understand this

¹⁵<http://www.muskingum.edu/~cal/database/general/reading>.

writing on a literal, inferential, critical, and creative level. Effective readers employ such strategy automatically prior to reading, as they read and once they have finished reading¹⁶.

There are many teaching techniques and strategy that can be employed in teaching reading comprehension such as SNIPS strategy, REAP, and MULTIPASS. It is the teacher's duty to select and use the suitable techniques and strategies for their classroom. Many factors involved in making it successful and acceptable such as the atmosphere of learning environment and the condition of place where it is taught and also students' condition.

It is stressed on junior high school curriculum that the ability to understand reading text need a process that is why KTSP, focuses on the implementation of teaching reading skill in an integrated skill unit. It means that reading is the best integrated with other language skills. In teaching and learning process in the in the classroom, the reading comprehension is divide into three phases where each phase has different role and activity. Pre-reading activities or previewing has function to guide student to the next stages such as regarding students' background knowledge with the text. While, reading activities develop the students' reading skill by doing some activities or exercise relating to the text. Post- reading or reviewing is the follow up of the previous activities like by summarizing what the students have got.

¹⁶ Barbara Flanagan. Reading is a Strategic Thinking Process. *Improving Students Understanding of Text and Context*. (Musselburg, Scotland: Graet Britain, 1996)

I. Using SNIPS Strategy towards Students' Reading Comprehension in Recount Text

In the process of reading, many aspects are involved in getting reading comprehension. They are motivations, teacher competencies, student's skill and interest, methods, approaches, strategies, and technique in gaining students reading comprehension. It is SNIPS strategy.

SNIPS strategy is a five step strategy that focuses on understanding and interpretations of visual aids such as pictures, graphs, charts, maps, time lines, and other visual representations found in texts. There are some similarities among SNIPS strategy, SQ3R strategy, REAP strategy and MULTIPASS strategy. The SNIPS step are: start with question, note what can be learned from hints, identify what is important, plug the important matter it into the text, and see if you can explain the visual to someone. As such, SNIPS may be used effectively with more text-based approaches to enhance student understanding of reading assignments¹⁷. Using strategy will help the students comprehend the information contained in your assignment.

SNIPS strategy can improve students' reading comprehension. In short, the SNIPS strategy plays an important role in helping students' reading comprehension.

¹⁷Libby G. Cohen, Loraine J Spenciner, *Teaching Students with Mild and Moderate Disabilities*. (University of Virginia: 2004), p. 499

J. The Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in the research, they are variable X and variable Y. SNIPS strategy is as a variable X that gives the effect on students' reading comprehension as a variable Y. The indicators that would be compared to the students' reading comprehension before and after using SNIPS strategy. The indicators are as follow:

1. Variable X: SNIPS strategy
 - a. The teacher starts with questions
 - b. The teacher asks the students to look for hints or clues about the meaning
 - c. The teacher asks the students to identify the important
 - d. The teacher asks the students to relate to the main idea
 - e. The teacher asks the students to explain the visual to another person
2. Variable Y: Reading Comprehension
 - a. The students are able to identify the general information of recount text.
 - b. The students are able to identify answer the question of meaning vocabulary in recount text.
 - c. The students are able to identify generic structure in recount text
 - d. The students are able to identify functional of the text which are stated in recount text.

K. Relevant Research

1. Smith in this research entitled” the effect of SNIPS strategy on ESP reading comprehension”. The present the study intended to investigate the effect of SNIPS strategy on reading comprehension of L2 learners of science and technology majors. The finding revealed that better comprehension can be gained through restoring to while reading activities. In fact, experimental group which was exposed to while reading activities gained considerable activities in comprehension than control group. Result of this study revealed that giving information through restoring to reading activities might become a useful tool for teachers of ESP to facilitate the learners reading comprehension. Basically, Smith’s research is almost the same with this strategy. Both of these strategies are explore the strategy in reading activity.
2. Sri Wastuti” in her research, she focused on the effect of SNIPS strategy reading toward the second year students reading comprehensionachievement at SLTP Pekanbaru. She found that the teacher have a difficulty in teaching reading comprehension. She conducted the SNIPS strategy to help students reading comprehension.

L. Assumptions and Hypothesis

1. Assumption

- a. Students’ reading comprehension in recount text is various.
- b. The better using SNIPS strategy in teaching reading comprehension.
The better student’s reading comprehension in recount text will be.

2. Hypothesis

Ha: There is a significant effect of using SNIPS strategy towards students' reading comprehension in recount text.

Ho: There is no significant effect of using SNIPS strategy towards students' reading comprehension in recount text.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was quasi experimental research. This research operated two variables and consisted of two groups. According to Creswell, quasi-experiments are experimental situation in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.¹ This research operated two variables and consisted of two classes. They were experimental class and a control one. One of them was experimental class that had been taught by using SNIPS strategy. In contrast, the control group was treated without using SNIPS strategy.

Table III.1
Research Design

Class	Pre –test	Indenpendent variable	Post-test
Control	0 ₁	-	0 ₂
Experiment	0 ₃	X	0 ₄

Notation:

0₁ = Pre-test of control class

0₂ = Post-test of control class

0₃ = Pre-test of experiment class

0₄ = Post-test of experiment class

X = Treatment by using SNIPS strategy

¹ John W. Creswel. *Educational Research*.(New Jersey: Person Education, 2008) p. 645

Before doing the research, both the experimental and control groups had been given pre-test to all of the samples, pre-test given was to find out the students reading comprehension before using SNIPS strategy. Then, the teacher taught reading materials by using SNIPS strategy for experimental group and using teacher's conventional strategy for control group. After eight meeting, both of groups were given the test again (post-test) to find out the effect of using SNIPS strategy towards students reading comprehension.

B. The Location and Time of the Research

The location of this research was MTS N 1 Kuala Enok located on Taman Murni Street Tanah Merah district. This research was conducted from July until August 2012 in academic year 2011/2012.

C. The Subject and the Object of the Research

The subject of this research was of the second year students at MTS N 1 Kuala Enok. Then the object of this research was the effect of using SNIPS strategy towards students reading comprehension.

D. The Population and the Sample of the Research

The population of this research was all students of the second year students at MTS N 1 Kuala Enok in academic year 2011/2012. They consisted of 3 classes, the total population of the second year students at MTS Kuala Enok was 75 students. For the sample of the research, the researcher used cluster sampling because the students were already formed into classes. All members of selected

classes had similar characteristic. Class A was experimental class and the other one was control class.

Table III. 2
The Population of the second year in academic 2012-2013

No	Classes	Total
1	VIIIA	25
2	VIIIB	25
3	VIIIC	25
Total		75

Based on number of population, the writer took only two classes after doing clustering sample randomly; VIII^A was an experimental class, and VIII^B was a control class. The sample of the research was 50 students; 25 students for experimental and also 25 students for control class.

Table III. 3
Sample of the Second Year in Academic 2012-2013

No	Classess	Total
1	VIII ^A (Experimental Class)	25
2	VIII ^B (Control Class)	25
Total		50

E. The Technique of Collecting Data

In this research, the writer used multiple choices technique that had been designed by using four choices and the respondent was chose one, based on the question. This technique can assessed the students' reading comprehension. The test was divided into two kinds of tests; pre-test and post-test. Pre-test was given one time before treatment, and post-test was given after treatment. The treatment was given for eight meetings in the classroom. The test was given twice. First, test was given in pre-test. The purpose of giving pre-test was to know the students' ability in reading comprehension. Then, the test given in post-test purposed to know about the significant effect of using SNIPS strategy towards students' reading comprehension. Before doing the test, the writer tried out the test items before students were given the test of this research.

According to Kalayo "reading ability is very difficult to assess accurately"². But, in teaching reading in our curriculum (KTSP), if the students are able to achieve to goal, it means that assessment of reading ability needs to be correlated with purposes in reading.

The data of this research were gotten from the scores of the students post-test. The data were collected through the following procedure:

1. Both groups (Experimental group and control group) were asks to express their idea for reading comprehension.
2. The teacher evaluated the test based on reading comprehension aspects that consisted of finding main idea, finding the meaning of vocabulary in

²Kalayo Hasibuan and Muhammad Fauzan, *Teaching English as Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha. 2007. p. 123

context, identifying references, and making inferences from reading text.

It is to make the teacher easy locate the meaning.

3. The test was used to obtain the data concerning the students reading comprehension. The technique was carried out in items of collecting the data and information dealing with the data variable X (SNIPS strategy) and Y (reading comprehension). The materials of the test were adopted from the syllabus of MTS N1 Kuala Enok.

1. Validity and Reliability of Instrument Test

Before the test was given to the subject of this research, the writer tried it out. The test consisted of 20 items. The purpose of trying out was to see whether the items of the test were valid and reliable or not. To know the test items were valid and reliable, the writer used the formula of validity and reliability.

a. Validity

According to Creswell, validity is the degree to which a test measured what it is supposed to be measured. In this research, instrument validity included content validity, construct validity, and item analysis. Content validity is the degree to which test measure an intended content area. It requires both items validity and sampling validity. Item validity is concerned with whether the test item are relevant to the intended content area and sampling validity is concerned with how well the test sample represent the total content area.

b. Item difficulty

An instrument is valid if it is able to measure what must be measured. In validity of instrument of the test, it can be seen by the difficulties of the test. On the other hand, the test is not too easy and the test is not too difficult. The standard level of difficulty is 30 and 70. Based on the result (appendix I), there all of the items were valid (20 items). Therefore, the pre test and post-test used 20 items that involved the indicators of reading comprehension.

TABLE III. 4
The Score Items of Validity

No	Items Number	Students' correct	P (R/N)	<0.30 and >0.70	Description
1	1	14	0.56	0.56>0.30 and <0.70	Valid
2	2	12	0.48	0.48>0.30 and <0.70	Valid
3	3	15	0.60	0.60>0.30 and <0.70	Valid
4	4	13	0.52	0.52>0.30 and <0.70	Valid
5	5	10	0.40	0.40>0.30 and <0.70	Valid
6	6	17	0.68	0.68>0.30 and <0.70	Valid
7	7	14	0.56	0.56>0.30 and <0.70	Valid
8	8	10	0.40	0.40>0.30 and <0.70	Valid
9	9	12	0.48	0.48>0.30 and <0.70	Valid
10	10	9	0.36	0.36>0.30 and <0.70	Valid
11	11	12	0.48	0.48>0.30 and <0.70	Valid
12	12	14	0.56	0.56>0.30 and <0.70	Valid
13	13	15	0.60	0.60>0.30 and <0.70	Valid
14	14	9	0.36	0.36>0.30 and <0.70	Valid
15	15	11	0.44	0.44>0.30 and <0.70	Valid
16	16	15	0.60	0.60>0.30 and <0.70	Valid
17	17	11	0.44	0.44>0.30 and <0.70	Valid
18	18	12	0.48	0.48>0.30 and <0.70	Valid
19	19	13	0.52	0.52>0.30 and <0.70	Valid
20	20	10	0.40	0.40>0.30 and <0.70	Valid

b. Reliability

The good quality of instrument is determined by the instrument reliability. On the other hand, if the instrument is reliable, it has good quality. Knowing the instrument is reliable or not, the writer used KR-20 as follows:

$$r_i = \frac{k}{(k-1)} \left\{ \frac{St^2 - \sum p_i q_i}{St^2} \right\}$$

Where:

- K : total items
- p_i : proportion the correct scores
- q_i : $1-p_i$
- S_t^2 : total variances

The data of students' score can be seen at Appendix 2 based on the data that showed at appendix 2, the writer got:

$$\begin{aligned}
 X_t^2 &= X_t^2 - \frac{(\sum X_t)^2}{n} \\
 &= 2536 - (248/25)^2 \\
 &= 2536 - (9.92)^2 \\
 &= 2536 - 98.41 = 2437.59
 \end{aligned}$$

$$\begin{aligned}
 S_t^2 &= \frac{X_t^2}{n} \\
 &= 2437.59/25 \\
 &= 97.51
 \end{aligned}$$

$$\begin{aligned}
 r_i &= \frac{k}{(k-1)} \left\{ \frac{S_t^2 - \sum p_i q_i}{S_t^2} \right\} \\
 &= \frac{20}{20-1} \cdot (97.51 - 4.87/97.51) \\
 &= \frac{20}{19} \cdot 92.64/97.51 = 1.052 (0.950) = 1.00
 \end{aligned}$$

Knowing the reliability of the test, r_i must be compared with r product moment, r_i must be higher than r_t , on other hand $r_i > r_t$. For the degree of significant 5% is 0.388 and the degree of significant 1% is 0.496. While, on statistical above, the score of validity of the test is 1.00. From data above, we can

find $0.388 < 1.00 > 0.496$. So, it can be analyzed that t_i is higher than r_t , on other hand, the instrument test is reliable.

F. The Techniques of Data Analysis

The technique of data analysis, the researcher used of post-test of experimental and control classes. The scores had been analyzed statistically. The technique of the data analysis used in this research was Independent T-test formula³.

$$t_o = \frac{Mx - My}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

Where:

t_o : The value of T-obtained

M_x : Mean score of experimental sample

M_y : Mean score of control sample

$S1^2$: Standard deviation of experimental class

$S2^2$: Standard deviation of control class

N : Number of the students

The t-table was employed to see whether there was a significant difference between the mean score of both experiment and control group. The t_o value is consulted with the value of t-table at degree of freedom ($df = (n_1 + n_2) - 2$) statistically the hypotheses are:

³Prof. Dr. Sugiono. *Statistika untuk Penelitian*. (Bandung : Alfabeta, 2011), p. 138

1. $H_0: t_0 < t_{\text{table}}$

H_0 is rejected if $t_0 < t_{\text{table}}$ or there is no significant effect of using SNIPS strategy towards students reading comprehension.

2. $H_a: t_0 > t_{\text{table}}$

H_a is accepted if $t_0 > t_{\text{table}}$ or there is significant effect of using SNIPS strategy towards students reading comprehension.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

This chapter presents the results of this research, including the findings and its discussions. The data presentations of this study is the analysis of the pre-test and post-test. The aim of this research is to obtain the significant effect of improvement of the students' reading comprehension between those students who were taught by using SNIPS strategy and those who were not.

The first data were the students' pre-test score. The second data were from the score of the improvement of the students' reading comprehension from pre-test to post-test for both experimental and control class. In giving test; pre-test and post-test, the students were asked to answer the questions. This type of question was multiple choices. Teacher asked students to choose a correct answer.

The data of this research are all relevant to the required information. The data gathered in this research were all information related to the implementation of SNIPS strategy toward students' reading comprehension.

The data of this research were gotten from the scores of the students' experimental class and control class. The test was composed of 20 items, and each item was given score 5. The final score was analyzed by using the following

formula¹:

$$\text{Final Score} = \frac{\text{Total Correct Answer}}{\text{Total Questioner}} \times 100$$

¹ Anas Sudijono. *Pengantar Statistik Pendidikan*. Jakarta: PT. Rajafindo Persada, 2008. p. 32

A. The Data Presentation

1. The Data Presentation of the Effect of SNIPS Strategy towards Students Reading Comprehension

Mean pre-test scores of the experimental class and control class were almost the same, but mean post-test scores of both classes were not same. It can be seen from the table as follows:

Table IV. 1
Students Pre-test and Post-test Score of Experimental Class and Control Class

no	participants	experimental class		Gain Score	control class		Gain
		pre-test	post-test		pre-test	post-test	
1	student1	65	80	15	55	65	10
2	student2	55	65	10	60	60	0
3	student3	50	70	20	65	65	0
4	student4	60	80	20	40	55	15
5	student5	50	65	15	50	60	10
6	student6	45	65	20	40	55	15
7	student7	55	75	20	55	55	0
8	student8	65	80	15	65	70	5
9	student9	60	75	15	60	65	5
10	student10	70	85	15	55	60	5
11	student11	55	75	20	70	75	5
12	student12	45	65	20	55	60	5
13	student13	45	70	25	60	65	5
14	student14	55	75	20	40	55	15
15	student15	40	65	25	50	60	10
16	student16	35	60	25	55	65	10
17	student17	55	70	15	35	55	20
18	student18	45	65	20	50	70	20
19	student19	45	60	15	45	60	15
20	student20	50	70	20	45	55	10
21	student21	35	65	30	60	70	10
22	student22	50	65	15	50	65	15
23	student23	60	75	15	35	55	20
24	student24	60	70	10	45	60	15
25	student25	50	65	15	55	60	5
Total		1300	1755	455	1295	1540	245

From the table above, it can be seen that there is actually significant difference between pre-test and post-test in experimental group and pre-test and post-test in control group. It can also be seen from the difference of the gain in the

experimental class and control group. The higher increasing scores were the students of experimental class. In the other words, this technique was effective in helping reading comprehension. The highest post-test score of experimental class was 85 and the lowest score was 60. In control class, the highest post-test score was 75 and the lowest score was 55.

The data should be homogeneity variances. In pre-test, the writer analyzed the data to identify the homogeny variances between experimental and control group. The result could be showed on the following table:

TABLE IV.2
The Homogeneity of Pre- Test

Sample Variance	Variables		$F_{obtained}$	F_{table}	
	Experimental	Control		5%	1%
S^2	52.00	51.8	0.90	1.98	2.66
N	25	25			

Based on the calculating by using F formula, the result was 0.90. It was compared to F_{table} at 5% significant level and at 1% significant level.

The testing criteria:

If : $F_{obtained} > F_{table}$ =there is no homogeneity data

If : $F_{ontained} < F_{table}$ = there is homogeneity data

Based on the result, $F_{obtained} < F_{table}$ ($1.98 > 0.90 < 2.66$). It means that the variances were homogeneity variances. Further, the complicated calculating can be seen on the appendix 3.

After getting homogeny the data, independent T- test analysis was used to analyze data in this research. The following table is the result of calculating data for the experimental group and control group:

TABLE IV. 3
The result of test Experimental and Control Group

	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
Total score	1300	1755	1295	1540
Mean	52.00	70.20	51.80	61.6
Standard Deviation	8.84	6.52	9.2	5.61
Variance	7.8	42.45	85.76	31.44
N	25	25	25	25

From the table above, the distance between mean (Mx) and Standard deviation (SD) was too far. In other words, the scores obtained were normal, it could be seen that the mean score of experimental group was **70.20** and the mean score of control group was **61.6**. It meant that the experimental group was higher than control group.

B. The Data Analysis

The objectives of this research are as follows:

1. To find out the reading comprehension without using SNIPS strategy of the second year students at MTS Kuala Enok.
2. To find out the reading comprehension by using SNIPS strategy of the second year students at MTS Kuala Enok.
3. To obtain the significant effect or not of using SNIPS strategy in reading comprehension of the second year students at MTS Kuala Enok.

The data of the statistical result were divided into parts. The data were obtained through pre-test and post-test. To analyze the data in chapter IV, the writer used the following statistical formula to get the mean score (M) and the standard deviation (SD).

The result of the mean score of each class was found by using the following formula;

$$M_x = \frac{\sum X}{N}$$

$$M_y = \frac{\sum Y}{N}$$

While the formula of standard deviation is as follows:

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

$$SD_y = \sqrt{\frac{\sum Y^2}{N}}$$

The analysis of data of the students for Experimental Group and Control Group is explained in the following table:

Table IV. 4
Mean and Standard Deviation

	Experimental		Control	
	Pre-test	Post-test	Pre-test	Post-test
Total Score	1300	1755	1295	1540
Mean	52.00	70.20	51.80	61.6
Standard Deviation	8.84	6.52	9.2	5.61
	35%		18%	

1. Experimental group

$$\begin{aligned}
 X &= \frac{70.20 - 52.00}{52.00} \times 100\% \\
 &= \frac{18.2}{52.00} \times 100\% \\
 &= 35\%
 \end{aligned}$$

2. Control group

$$\begin{aligned}
 Y &= \frac{60.60 - 51.80}{51.80} \times 100\% \\
 &= \frac{8.8}{51.80} \times 100\% = 18\%
 \end{aligned}$$

From the table above, it can be seen that there is a significant difference between the mean score and the standard deviation and the percentage between experiment and control group. Where, the percentage from pre-test to post-test of experimental group is increasing 35%, while the percentage from pre-test to post-test of control group is increasing 18%.

The effect of using SNIPS strategy was assessed by comparing the gain scores, (that is posttest minus pretest) of the two groups on the dependent variable². The data analysis used was independent t-test.

² Brouce W. Tuckman. *Opcit.*, p.144

Table IV.5
THE STUDENTS' SCORE OF PRE-TEST IN EXPERIMENTAL
AND CONTROL GROUP

STUDENTS	SCORE		X	Y	X ²	Y ²
	X ¹	Y ¹				
1	65	55	13	3.2	169	10.24
2	55	60	3	8.2	9	67.24
3	50	65	-2	13.2	4	174.24
4	60	40	8	-11.8	64	139.24
5	50	50	-2	-1.8	4	3.24
6	45	40	-7	-11.8	49	139.24
7	55	55	3	3.2	9	10.24
8	65	65	13	13.2	169	174.24
9	60	60	8	8.2	64	67.24
10	70	55	18	3.2	324	10.24
11	55	70	3	18.2	9	331.24
12	45	55	-7	3.2	49	10.24
13	45	60	-7	8.2	49	67.24
14	55	40	3	-11.8	9	139.24
15	40	50	-12	-1.8	144	3.24
16	35	55	-17	3.2	289	10.24
17	55	35	3	-16.8	9	282.24
18	45	50	-7	-1.8	49	3.24
19	45	45	-7	-6.8	49	46.24
20	50	45	-2	-6.8	4	46.24
21	35	60	-17	8.2	289	67.24
22	50	50	-2	-1.8	4	3.24
23	60	35	8	-16.8	64	282.24
24	60	45	8	-6.8	64	46.24
25	50	55	-2	3.2	4	10.24
	X=1300	Y=1295			X²=1950	Y²=2144

X= Experimental Group

Y= Control Group

$$M_x = \frac{\sum X}{N} = \frac{1300}{25} = 52.00$$

$$SD_x = \sqrt{\frac{\sum x^2}{(n)}}$$

$$= \sqrt{\frac{4650}{25}} = \sqrt{186} = 8.84$$

$$S1^2 = \frac{\sum x^2}{(n)} = \frac{4650}{25} = 78$$

$$M_y = \frac{\sum Y}{N} = \frac{1295}{25} = 51.80$$

$$SD_y = \sqrt{\frac{\sum y^2}{(n)}}$$

$$= \sqrt{2144/25}$$

$$= \sqrt{85.76}$$

$$= 9.2$$

$$S2^2 = \frac{\sum y^2}{(n)}$$

$$= \frac{2144}{25}$$

$$= 85.76$$

Based on the calculating of pre-test in the experimental group, mean found is 52.00 , standard deviation is 8.84 and variance is 78, while pre test in the

control group, mean found is 51.80, standard deviation is 9.2, and variance is 85.76.

Table IV.6
THE STUDENTS' SCORE OF POST-TEST IN EXPERIMENTAL
AND CONTROL GROUP

STUDENTS	SCORE		X	Y	X ²	Y ²
	X ¹	Y ¹				
1	80	65	9.8	3.4	96.04	11.56
2	65	60	-5.2	-1.6	27.04	2.56
3	70	65	-0.2	3.4	0.04	11.56
4	80	55	9.8	-6.6	96.04	43.56
5	65	60	-5.2	-1.6	27.04	2.56
6	65	55	-5.2	-6.6	27.04	43.56
7	75	55	4.5	-6.6	20.25	43.56
8	80	70	9.8	8.4	96.04	70.56
9	75	65	4.5	3.4	20.25	11.56
10	85	60	14.8	-1.6	219.04	2.56
11	75	75	4.5	13.4	20.25	179.56
12	65	60	-5.2	-1.6	27.04	2.56
13	70	65	-0.2	3.4	0.04	11.56
14	75	55	4.5	-6.6	20.25	43.56
15	65	60	-5.2	-1.6	27.04	2.56
16	60	65	-10.2	3.4	104.04	11.56
17	70	55	-0.2	-6.6	0.04	43.56
18	65	70	-5.2	8.4	27.25	70.56
19	60	60	-10.2	-1.6	104.04	2.56
20	70	55	-0.2	-6.6	0.04	43.56
21	65	70	-5.2	8.4	27.25	70.56
22	65	65	-5.2	3.4	27.25	11.56
23	75	55	4.5	-6.6	20.25	43.56
24	70	60	-0.2	-1.6	0.04	2.56
25	65	60	-5.2	-1.6	27.25	2.56
	X=1755	Y=1540			X²=1061.1	Y²=786

X= Experimental group

Y= Control group

$$M_x = \frac{\sum X}{N} = \frac{1755}{25} = 70.20$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}} = \sqrt{1061.1/25}$$

$$= \sqrt{42.45}$$

$$= 6.52$$

$$S1^2 = \frac{\sum x^2}{(n)} = \frac{1061.1}{25} = 42.45$$

$$M_y = \frac{\sum Y}{N} = \frac{1540}{25}$$

$$= 61.6$$

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{786/25}$$

$$= \sqrt{31.44}$$

$$= 5.61$$

$$S2^2 = \frac{\sum y^2}{(n)} = \frac{786}{25} = 31.44$$

Based on the calculating of post-test in the experimental group, mean found is 70.20 , standard deviation is 6.52 and variance is 42.45, while the calculating of post-test in control group, mean found is 61.6, standard deviation is 5.61, and variance is 31.44.

To find out the students' reading comprehension of the second year students at MTS Kuala Enok by using SNIPS strategy and conventional technique, the data were analyzed by using independent t-test formula.

$$t_0 = \frac{Mx - My}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

Table IV.7
The Gain of the Students' reading Comprehension by Using
SNIPS strategy

No	Students	Pre-test Score	Post-test Score	Gain Score	X	X ²
1	student 1	65	80	15	-3.2	10.24
2	Students 2	55	65	10	-8.2	67.24
3	Students 3	50	70	20	1.8	3.24
4	Students 4	60	80	20	1.8	3.24
5	Students 5	50	65	15	-3.2	10.24
6	Students 6	45	65	20	1.8	3.24
7	Students 7	55	75	20	1.8	3.24
8	Students 8	65	80	15	-3.2	10.24
9	Students 9	60	75	15	-3.2	10.24
10	Students 10	70	85	15	-3.2	10.24
11	Students 11	55	75	20	1.8	3.24
12	Students 12	45	65	20	1.8	3.24
13	Students 13	45	70	25	6.8	46.24
14	Students 14	55	75	20	1.8	3.24
15	Students 15	40	65	25	6.8	46.24
16	Students 16	35	60	25	6.8	46.24
17	Students 17	55	70	15	-3.2	10.24
18	Students 18	45	65	20	1.8	3.24
19	Students 19	45	60	15	-3.2	10.24
20	Students 20	50	70	20	1.8	3.24
21	Students 21	35	65	30	11.8	139.24
22	Students 22	50	65	15	-3.2	10.24
23	Students 23	60	75	15	-3.2	10.24
24	Students 24	60	70	10	-8.2	67.24
25	Students 25	50	65	15	-3.2	10.24
26	Total	1300	1755	455		544

$$M_x = \frac{455}{25} = 18.2$$

$$SD_x = \sqrt{\frac{\sum X^2}{N}}$$

$$= \sqrt{\frac{544}{25}} = \sqrt{21.76}$$

$$= 4.67$$

$$s_1^2 = \frac{\sum x^2}{(n)} = \frac{544}{25} = 21.76$$

Table IV.8
The Gain of the Students' reading Comprehension by Using
Conventional Technique

No	Students	Pre-test Score	Post-test Score	Gain Score	X	X ²
1	student 1	55	65	10	0.2	0.04
2	student 2	60	60	0	-9.8	96.04
3	student 3	65	65	0	-9.8	96.04
4	student 4	40	55	15	5.2	27.04
5	student 5	50	60	10	0.2	0.04
6	student 6	40	55	15	5.2	27.04
7	student 7	55	55	0	-9.8	96.04
8	student 8	65	70	5	-4.8	23.04
9	student 9	60	65	5	-4.8	23.04
10	student 10	55	60	5	-4.8	23.04
11	student 11	70	75	5	-4.8	23.04
12	student 12	55	60	5	-4.8	23.04
13	student 13	60	65	5	-4.8	23.04
14	student 14	40	55	15	5.2	27.04
15	student 15	50	60	10	0.2	0.04
16	student 16	55	65	10	0.2	0.04
17	student 17	35	55	20	10.2	104.04
18	student 18	50	70	20	10.2	104.04
19	student 19	45	60	15	5.2	27.04
20	student 20	45	55	10	0.2	0.04
21	student 21	60	70	10	0.2	0.04
22	student 22	50	65	15	5.2	27.04
23	student 23	35	55	20	10.2	104.04
24	student 24	45	60	15	5.2	27.04
25	student 25	55	60	5	-4.8	23.04
26	Total	1295	1540	245		924

$$My = \frac{245}{25} = 9.8$$

$$SDy = \sqrt{\frac{\sum y^2}{N}} =$$

$$\sqrt{924/25}$$

$$=$$

$$= 6.07$$

$$S1^2 = \frac{\sum x^2}{(n)} = \frac{924}{25} = 36.96$$

$$t_o = \frac{Mx - My}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

$$t_o = \frac{18.20 - 9.8}{\sqrt{\frac{21.76}{25} + \frac{36.96}{25}}}$$

$$t_o = \frac{8.4}{\sqrt{0.870 + 1.478}} = \frac{8.4}{\sqrt{2.348}} = 1.532$$

$$t_o = 5.48$$

Based on result above, it could be determined that t_o was 5.48. Then, to prove whether there was significant effect or not, T_o was turned to one tail with the degree of freedom 50 ($df = 25+25= 50$). In the degree of freedom 50 was found that T_{table} 5 % was 2.01 and 1% was 2.68. It could be concluded that $T_o > T_{table}$ ($2.01 < 5.48 > 2.68$).

The Hypothesis Testing and Data Interpretation:

If the value of T_o was bigger than the value of T_{table} , this indicated that the alternative hypothesis (h_a) was accepted. In other words, if the T_o was smaller than

the value of T_{table} , this indicated that null hypothesis (h_o) was accepted and alternative hypothesis (h_a) was rejected.

The degree of freedom was found 50. If it is compared to T_{table} , it is 2.01 in 5% and 2.68 in 1%. It could be concluded that $T_o > T_{table}$ ($5.48 > 2.01 < 2.68$). Therefore, it can be interpreted the question of this study can be answered that there is a significant effect of using SNIPS strategy towards students reading comprehension of the second year students at MTS Kuala Enok at Tanah Merah District of Indragiri Hilir Regency. Consequently, H_o was rejected and H_a was accepted.

To identify the level using SNIPS strategy towards students reading comprehension of the second year at MTS Kuala Enok at Tanah Merah District of Indragiri Hilir Regency. It was done by calculating coefficient (r^2) by using the following formula:

$$r^2 = \frac{t^2}{t^2 + n - 2}$$

$$r^2 = \frac{5.48}{5.48 + 50 - 2}$$

$$r^2 = \frac{30.03}{78.03}$$

$$r^2 = 0.3848$$

To find out the percentage of coefficient effect (K_p), it used the following formula:

$$K_p = r^2 \times 100\%$$

$$K_p = 0.3848 \times 100\%$$

$$K_p = 38.48\%$$

Based on the analysis data about the students' reading comprehension, it showed that mean score of the students' reading comprehension by using SNIPS strategy was higher than mean score of the students' reading comprehension by using conventional strategy. The observation showed that SNIPS strategy applied in the experimental class had the significant positive effect toward the students' reading comprehension.

Therefore, the result of this analysis could answer the formulation of the problem as follows:

1. The students' reading comprehension of the second year students at MTS Kuala Enok at Tanah Merah District of Indragiri Hilir Regency by using conventional strategy is categorized as enough. It is caused by different treatment used in teaching learning process.
2. The students' reading comprehension of the second year students at MTS Kuala Enok at Tanah Merah District of Indragiri Hilir Regency by using SNIPS strategy is categorized as good.
3. There is significant effect of using SNIPS strategy towards students' reading comprehension of the second year students at MTS Kuala Enok at Tanah Merah District of Indragiri Hilir Regency.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on data analysis explained at the chapter IV, finally, the research about the effect of using SNIPS strategy towards students reading comprehension of the second year students at MTS Kuala Enok comes to conclusions as follows:

1. Students reading comprehension in recount text taught by using SNIPS strategy was categorized into good level.
2. Students reading comprehension in recount text taught without using SNIPS strategy was categorized into enough level.
3. There was a significant effect of reading comprehension in recount text taught by using SNIPS strategy of the second year students at MTS Kuala Enok.

So, it can be concluded that SNIPS strategy has a positive effect towards students reading comprehension of the second year students at MTS Kuala Enok.

B. Suggestion

Teaching reading by using SNIPS strategy can contribute the effects towards students' reading comprehension achievement. Based on the findings, the researcher proposes some suggestions. They are:

1. It is suggested to English teachers to teach reading by using SNIPS strategy in order improve reading comprehension.
2. As the time students read English text at school, it is not enough, it is a good idea for the students to practice reading comprehension strategies that they have learned in SNIPS strategy.
3. It is suggested to the next researcher who explores other factors that can effect better improvement on reading comprehension.

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